

Idaho Adult Basic Education Professional Development 2006/07
ESL Online Toolkit Training
Practitioner Toolkit: Working with Adult English Language Learners

Directions for Completing Course – Questions Follow

- Email Carol Mundt at mundcaro@isu.edu to let her know that you are beginning the class and can give assistance if needed.
- Go to www.cal.org/caela/tools/instructional
- Scroll down and click on Practitioner Toolkit
- Scroll over to: The complete .pdf version of the *Practitioner Toolkit* is available [here](#) and click.
- This is a very large document (1.13 MB) and will take a few seconds to download.
- Read and answer questions. Print out or save your answers to be sent to Carol Mundt at the end of the class.

Part	Read: Section Title	Pages	Answer Questions
	Introduction	v-viii	none
	Frequently Asked Questions	ix-xiv	1
I	Adult Non-Native English Speakers in the United States	1-6	2
I	Program Types and Challenges	7-12	3
II	Orientation for New English Language Learners	1-4	4-5
II	Needs Assessment and Learner Self-Evaluation	5-28	6-7
II	Lesson Planning	29-40	8
II	Activities to Promote Interaction and Communication	41-56	9
II	Activities to Promote Reading Development	57-76	10
IV	English Language and Literacy Learning: Research to Practice	1-17	11-15
IV	Assessing Adult English Language Learners	25-30	16-18
IV	English Language Assessment Instruments for Adults Learning English	31-53	19-21
IV	Spanish Language Assessment Instruments for Adult Spanish Speakers Learning English	53-58	22
IV	Adult English Language Learners and Learning Disabilities	59-63	23-25
IV	Addressing the Needs of Specific Groups of Learners	65-69	26-27
IV	Helping Adult English Language Learner Transition into Other Educational Programs	71-78	28-29
IV	Preparing for Permanent Residency and Citizenship	79-83	30-31

Questions for Your Response

Idaho Adult Basic Education Professional Development 2006/07
Practitioner Toolkit: Working with Adult English Language Learners

Introduction

No questions

Frequently Asked Questions

1. What questions have you had answered through this reading or what new issue/idea did you learn from your reading?

Part I Background Information

2. What are the main challenges facing the non-native English speaker?
3. What are the main challenges facing programs of non-native English speakers?

Part II: Activity Packets

Orientation for New English Learners

4. Which new activity or activities you read about would you add to your current orientation for the ESL student?
5. What activity do you currently complete to make the student feel successful on the first day of class?

Needs Assessment and Learner Self-Evaluation

6. Which needs assessment tool(s) does your program currently use and why?
7. Which new needs assessment tool(s) or/and activities would you like to use and why?

Lesson Planning

8. Which new practical elements would you like to consider adding to your current lesson plan?

Activities to Promote Interaction and Communication

9. Which new activities would you like to try within the next three months?
(Be specific as if you were making a lesson plan)

Activities to Promote Reading Development

10. How would you design a reading lesson plan? (Send a sample)

Part IV: Topics in Adult ESL Education and Family Literacy

English Language and Literacy Learning: Research to Practice

11. What are the three major areas that are covered in the second language acquisition literature and briefly define each one?
12. Give examples of strategies and ideas for teaching each of the three major areas in second language acquisition.
13. According to this article, should grammar be taught in isolation, why or why not?
14. What are some of the challenges facing second language acquisition learners in the area of reading?
15. What four component skills of reading are needed for reading development and briefly define each one?

Assessing Adult English Language Learners

16. In your program who is responsible for assessing second language proficiency and who is responsible for reviewing the assessment with the student?
17. What alternative assessments do you use and how are they used? Were these alternative assessment of benefit to you, the instructor, and the student and how were they beneficial?
18. According to this article what are the six principles of effective assessment?

English Language Assessment Instruments for Adults Learning English

19. What assessment does your program use for ESL, second language acquisition, students?
20. Does the assessment align with the Student Performance Levels (SPLs) and the National Reporting System ESL functioning descriptors? (Did you find the alignment and descriptors?)
21. Compare the BEST and CASAS Reading, Writing, and Grammar Proficiency Tests.

Idaho Adult Basic Education Professional Development 2006/07

	BEST	CASAS	CASAS ESL Appraisal	TABE
Purpose				
Target				
Method and Format				
Content				
Administration Time				
Levels and Scoring				
Reliability/Validity				
Other Comments				

Spanish Language Assessment Instruments for Adult Spanish Speakers
Learning English

22. As an ESL instructor, which Spanish Language Proficiency Test would you like to use and why?

Adult English Language Learners and Learning Disabilities

23. What are some of the reasons for slow progress beside learning disabilities?
24. What are some of the challenges of assessing learning disabilities?
25. What instructional methods and materials have proven effective for providing instruction in this population?

Addressing the Needs of Specific Groups of Learners

26. What are the characteristics of learners that may require special attention by the instructor?
27. What new strategies do you think you will try within the next three months with specific groups of your own students?

Helping Adult English Language Learner Transition into Other Educational Programs

28. What are some of the strategies for transitioning ESL learners into other educational programs?
29. Which of these strategies have you tried and will try?

Preparing for Permanent Residency and Citizenship

30. What websites will help you the instructor answer students' questions?
31. What two activities do you think your students would enjoy during class?

After you have completed all of the readings and answered all of the questions, please send your responses to the following address. Feel free to contact me for any further assistance.

Thank you.

**Carol Mundt
ISU Blackfoot Outreach
1443 Parkway Drive # 3
Blackfoot, ID, 83221**

Your Director will be notified of your completion.